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Annual.

PUBLISHED BY

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Mexico Academy,

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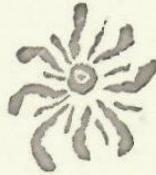
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# ACADEMIC ANNUAL

PUBLISHED BY THE

CLASS OF '96

OF THE

# MEXICO ACADEMY

MEXICO, N. Y.



1896.

THE KENT & DAVIES CO.,  
UTICA, N. Y.

To the Class of '97  
of  
the Mexico Academy  
the  
Class of '96  
Dedicate this Annual.

## EDITORIAL STAFF.

ETTIE M. STONE,

EDITOR-IN-CHIEF

ALICE BROWN,

ASSISTANT EDITOR

ORLA A. BARTON,

BUSINESS MANAGER

## INTRODUCTION.

**A**NOTHER year has rolled around and it becomes the duty of the Class of '96 to publish the Annual and present it to the public.

The Academy has been carried on this year with a different system of work, under the name of Mexico Academy and High School.

As we look back in her history, we find that she has had numerous changes. The institution was first organized as a High School in 1821, with two departments,—the common District School work on the first floor and the High School work on the second floor, being somewhat similar to the way it is carried on now.

It did not continue long as a High School, but was changed into an Academy, under the name of Rensselaer-Oswego Academy. For the next nineteen years the Academy did not change its name, but the school having grown so large that there was not room enough to accommodate all of the pupils, the building was enlarged and made more pleasant. At this time, the Academy was in a most prosperous condition. Pupils came from every part of the State.

In 1845 the name was changed to Mexico Academy, and in 1855 the school, having again become so large that the building would not comfortably accomodate all the pupils, a new brick building was erected, which still does service.

After a period of forty-eight years as Mexico Academy, there was once more a change, and it became known as Mexico Military Academy; but this system only lasted two years, when it was changed to a Union Free School. Although there have been many changes in the history, yet Mexico Academy has had a grand career. Men have gone from her walls who have held some of the highest places in our country. Let us work and pray that her career in the future may be as grand as it has been in the past.

## CLASS OF '96. CLASS COLORS--GOLD AND GREEN.

NAME.	AGE	CREED.	POLITICS.	PROFESSION.	DISPOSITION.	BY-WORD.	COMMENCM'T SUBJECT.
BARTON, ORLA A.	19	Methodist.	Republican.	{ Taking Care of His Soul.	Simple.	"Thunder!"	"Immigration."
BROWN, ALICE	20	Episcopalian.	Prohibition.	Poet.	Passionate.	"My Goodness!"	"Dialect Poetry in America."
CUTLER, GEORGE H.	18	Baptist.	Prohibition.	Working Wonders		"Great Cæsar."	{ "Statesmanship of Alexander Hamilton." }
DAY, NELLIE E.	17	Baptist.	Republican.	Telegraph Operator	{ Fond of her own way.	"O Fudge!"	"Savonarola."
HOWARD, D. WARD	18	Methodist.	Republican.	{ Inspector of Training Class	{ Constant.	{ "Just what I think about it!"	"Our Foreign Policy."
LINQUEST, JOHN	18	Presbyterian.	Republican.	Parson.	Sober.	"Jinks!"	"The Cuban Revolution."
ORVIS, VINCENT S.	18	Presbyterian.	Republican.	Hypnotist.	Stubborn.	{ "I don't believe it, just as hard!"	"The Ship of State."
RILEY, KATY E.	16	Catholic.	Republican.	Preceptress.	Modest.	"O my!"	{ "Queen Elizabeth and the Spanish Armada." }
STONE, ETTIE M.	20	Methodist.	Prohibition.	School Teacher.	Calm.	"Gracious!"	"The Power of Music."
WILCOX, CLARK L.	18	Presbyterian.	Republican.	Architect.	Thoughtful.	"Grimes!"	"International Arbitration."

## CLASS DAY ADDRESS.

CLARK L. WILCOX.

LADIES AND GENTLEMEN :

In this hall, the gathering place of so many classes, '96 takes pleasure in extending to you a cordial welcome. Your presence here to listen to the history of our school life and to join with us in our hopes for the future, shows that you are interested in our welfare.

We realize that education fits us for the greatest success and highest employment of life, and that it is the foundation for all true living. Therefore, for three weary years we have labored toward the accomplishment of this work, and at last stand triumphant at the goal we have so long sought to reach. But our work is not completed; other victories are yet to be won and greater difficulties to be overcome in the new fields which open before us.

We feel very grateful to the friends who have helped us in our past troubles. We know that their best wishes go with us, and we will endeavor to prove by our future life that their kindness is appreciated.

Shakespeare has said: "The good that men do lives after them," and we trust that our school life is not entirely void of good, but that it will prove good seed sown in good ground and will bear fruit in due season.

By our motto, "Attempt Not or Accomplish Thoroughly," it will be seen that we strive to perform thoroughly and well every duty which may come to us, and thus strengthen the foundations we are building.

Alfred the Great when dying said: "So long as I have lived, I have striven to live worthily." Every member of '96 will try to lead an equally noble life, so that he may be able to make that statement.

We would thank most heartily the teachers who have lifted us from our many falls and borne so patiently our many misdeeds.

The days spent with them have been profitable and happy ones, and as such they will always be remembered by us.

Class of '97: It is with a feeling of sadness that we part from you, for the friendships formed here have been pleasant ones. But you will, we feel sure, competently fill the places left vacant by us, and honorably perform the many difficult tasks which come upon you as Seniors.

Classmates: Looking back over our school life, many mistakes are seen which we would willingly rectify. These mistakes were not made purposely, but from a lack of forethought and discretion. Let us learn the lessons they teach us—lessons of duty and forbearance. And as we have successfully completed our course here and stand on the threshold of life, let us make a firm resolve to be true to our Alma Mater and to ourselves.



## CLASS ORATION.

VINCENT S. ORVIS.

"**D**IIGENCE," says Franklin, "is the mother of good luck." It has been by diligence that we, the Class of '96, have completed our Academic course. Now we are joyous in that our preparatory work is finished. We have attended the dear old Academy primarily to secure an education; yet, comparatively, how little we have obtained. Some of our number have the bright prospect of a college life, thus making this day truly a commencement day for a higher education.

Education tends to a higher development of a man's nature. It fits him for the enjoyment of the better things of this life. It trains him to direct his energies, his whole mind for the accomplishment of a desired end. We owe it to ourselves, we owe it to the State, we owe it to our God to secure the best possible education; and anyone with a fixed purpose may, under present conditions, obtain a liberal education. By a liberal education I mean not merely a mathematical and scientific one, but a classical education. Says one of our best writers: "It is a fact, but too little understood, that a classical education properly understood is the foundation of all learning." There is little that is worth saying which has not already been beautifully said by the Ancients—little that is worthy of meditation on which they have not already profoundly reflected save, indeed, the one great subject of Christian meditation. Having laid this foundation, to your trained mind all ordinary knowledge will be easy to assimilate. Yet some will say, we care not for those ancient Greeks and Romans or their dead languages; but it is a fact that our own people, our own language, cannot be properly understood without a knowledge of the ancients themselves and especially their languages.

The whole tendency of the education of to-day seems to be one by which we may get an extra portion of the world's goods

and luxuries. Says Rev. Charles Parkhurst : " We are being led to feel that the value of a youth's training, whether it be obtained in a business college or in any kind of a college, is determined by the amount in cash, stocks and securities in which it may be expected ultimately to eventuate. That is an indirect way, but none the less direct way, of telling him that money is so transcendently great a thing that the only value anything else can have is its efficiency in contributing to that end. It is an indirect way of telling him that the only value of an idea, the only value of a mental energy, the only value of a disciplined brain, in fact, is its cash value, which amounts substantially to listing intelligence and putting it upon the market in mercantile competition with wheat, leather and R. R. stock. The effect just stated comes, is sure to come, and is damning in its consequences."

Wisdom may be compared to the precious metals as gold. There seems no reason to us why all the electric forces of the earth do not carry whatever of gold there is at once to the mountain tops where people might help themselves to all they wanted and without any trouble of digging. " Nature does not manage it so; she places it in little fissures of the earth. You may dig long and find none. You must dig painfully to find any."

" There are two educations—the education of the mind and the education of the soul: unless you administer to the latter all the time, the toil spent upon the former will prove to little purpose. The learning, it is true, will remain ; but it will be as the quartz out of which the gold has already been crushed, or the dry husks of corn. It will be valueless and turn to no good use ; will serve only to feed the swine of intellectual voluptuousness and infidelity. It is, believe me, the higher learning of the soul that gilds our earthly love. The loftier object of all education is so to train the intellect that it may become competent to understand something, however little, of the nature of our God, and to the true Christian the real end of learning is the appreciation of his attributes as exemplified in His mysterious and earthly wonders."

We are just starting, as it were, in life. Let us advance boldly, ever remembering our motto—" Ne tentes aut perfice " (attempt not or accomplish thoroughly). " Let us press forward to the mark,—to the prize ! " *Ave et vale.*

## CLASS HISTORY.

KATY E. RILEY.

**A**S THE harvest months approached, many new faces were seen in the old Academy. Thus the Class of '96 started with bright prospects. They have bravely mounted every obstacle and now, at the finish, are rewarded.

Our Class possesses that of which no other Class can boast, a continual (D) day. Also we are safe from the dangers which beset us, having a member who will (W) ward off every blow. We are also fortunate in possessing a very precious (S) stone, more valuable to us than pearls or diamonds.

Our class has witnessed many changes since it entered the old Academy. For two years we were under strict military discipline, whose rules of punctuality and order will be carried with us into our future work in life. Then, again, we witnessed the change from the Military School to the Union Free School, and have the honor of being the first graduates under this system.

Our class colors are green and gold. Green for when we started fresh for study, and gold for the ripened grain. Our Class motto, "Ne tentes aut perfice," (attempt not or accomplish thoroughly), has been well followed by all the members of the Class.

The time is now drawing nigh when we shall be obliged to separate to our several duties, possibly to never meet again. Some will pursue their studies in higher institutions of learning, while others will take up the study of their chosen profession.

## PRESENTATIONS.

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**W**HEN we, as classmates, assembled for the last time in this Academy and for our class day exercises: It having pleased the class to make a presentation to each of its members as a slight token of remembrance of the days which we have spent so pleasantly together in this dear old Academy. Orla Barton, chosen for this purpose, presented the class with the following:

Clark L. Wilcox—A mallet (with which to obtain order at the class meetings).

Katie E. Riley—A pen (with which she may write future histories.)

Vincent S. Orvis—Hints on caring for poultry (to aid him in his business).

Etta M. Stone—A bell (with which she may call her future school to order).

John E. Linguist—A book, ("Reveries of a Bachelor." Why?)

Nellie E. Day—A bottle of pills (to make her strong like Sampson).

D. Ward Howard—A pair of specks (so he may see as well as be seen at the Teachers Institute).

Alice Brown—A bottle of Castoria (to keep her in good humor).

George H. Cutler—A cigar holder, (because).

Mr. Wilcox then, in behalf of the Class, presented Mr. Barton with a latch key (that he may in the future gain ready admission to his boarding house).

## CLASS POEM.

---

ALICE BROWN.

---

Classmates, we have reached the end,  
But to higher heights we'd tend;  
And we all must part too soon  
On this bright day in June.

But how sad we feel to-day,  
Although we've gained the victory,  
In our work we can truly say—  
“Ne tentes aut perfice.”

Long and hard we've struggled onward,  
To reach the goal we prized,  
Over many a task we've pondered,  
While to greater mounts we'd rise.

We are a happy band of ten,  
And if you search the world around,  
A mightier class you'll ne'er find,  
Who are known for their great renown.

A [S] stone we have among us,  
Which we prize very highly;  
She tried to soar above us,  
When we would get too [R]iley.

Then we always have the [D]day,  
Our class is ne'er troubled with darkness,  
She shines on us always,  
With her exceeding brightness.

Green and gold are our own colors,  
The two that Nature loves best;  
May they inspire ever onward,  
Is our one united request.

In the three short, happy years,  
Joy and sorrow we have met;  
Now to all our doubts and fears,  
We will leave a fond regret.

Our kind Alma Mater so true,  
Time honored and cherished by all,  
May she bless not only a few—  
But whoever leaves her halls.

Oh! those three merry years,  
How they have glided past,  
But the battle fought is ours,  
And all others we surpass.

Now we must leave the dear old place,  
Where such happy days were spent,  
Although our footsteps we will retrace,  
When each sets out on life's work bent.

But the future lies before us,  
What it holds we cannot tell:  
Strong and firm we are, I trust,  
To meet the storms we would repel.

'Tis the last time we will meet  
As a class within these walls,  
In our minds may we fix—  
Be ever loyal to Ninety-Six.

Guide us then, Oh! Heavenly Father  
Along the future's toilsome road,  
And at the end may we all gather—  
Around Thy bright celestial throne.

## SPEECH TO JUNIORS.

D. WARD HOWARD.

Mr. President and Class of '97:

As the time for our parting drew near the Senior Class decided that one of their members should, on Class Day, speak a few words of advice and encouragement to the Juniors, and I was the one chosen to perform this pleasant duty.

To-night we meet as classmates probably for the last time in this pleasant village, but when we leave, you must not think us forgetful of you, for we will ever keep a watchful eye over the mischievous but promising class of '97.

The Class of '97 as well as '96 has labored under disadvantages caused principally by the unsettled condition of our school, owing to the frequent changes in the school management, first from the old academic system to the Military Academy, then to that of Union Free School. This rotation has necessitated from time to time a change of teachers whose places have been taken by new ones, but despite their most earnest efforts in our behalf, the newness and strangeness of so many different systems have, in some degree, retarded our progress.

It seems now that our Union School is a success, and the Class of '96 sincerely hope that the bright promise of its infancy will develop into the full strength of maturity. May the '97's enjoy all the privileges and advantages which will accrue from a prosperous institution of this character, and which they justly deserve. Remember that the good name of the school and its position among the best educational institutions will depend largely upon you as students, for teachers alone without the support of pupils cannot make a successful school.

The requisites for graduation are now higher than formerly —a four years' course being substituted for the three years' course.

The Class of '96' is the first to graduate from our school under this course, and the test has been a difficult one, but we are confident that when the class of '97 shall graduate, they will fulfill the anticipations of their friends by their proficiency in school work as well as by the number of papers credited to them by the Board of Regents, and we firmly believe that a large majority of these will be honor papers.

In the next year's work which lies before you, many nights while you are digging for Greek roots and Latin stems and puzzling your brains over Algebra and Geometry, you will pause a moment in your work and recall the bright and happy days when you were Juniors and had less responsibility resting upon you. Always remember the influence you as Seniors will have over the '98's and more particularly the pupils of the Grammar grades. May these influences be of the right kind, and better, if possible, than that of '96.

The light of our lantern has aided us greatly in our labor for the past year, and we trust that your record may reflect enough light to aid you in your coming work.

Always do your best so that the Class of '96 may never have reason to lose the feeling of trust and confidence they now have in the Class of '97.



## JUNIOR RESPONSE.

GEORGE WOODBURY DAVIS.

Mr. President and Class of '96.

The Class of '97 cannot help feeling profoundly grateful for your good wishes and gratuitous advice.

The disadvantages you speak of as laboring under, might well have daunted students of less heroic mould. And, considering the vast amount of knowledge and wisdom you have accumulated, we are lost in amazement.

"And still the wonder grows,  
That such small heads can carry all you know."

One cannot doubt that the numerous teachers who have had the pleasure (?) of instructing you, have done their best with the time and *material* they have had to work with.

We are assured you have responded nobly to their efforts in your behalf. You have achieved such success that one unacquainted with your history would, upon hearing your eloquent addresses, exclaim with Cassius,

"Upon what meat doth this our Caesar feed,  
That he is grown so great."

We are not at all dismayed, but rather rejoice that the course of study has been extended to four years, and we are thankful that the opportunity is offered us of obtaining a thorough scholarship.

And while we shall ever treasure the friendship of the Class of '96, even though we may not follow in your footsteps as closely as you may wish, we shall earnestly endeavor to do honor to Mexico Academy and the good citizens of this place who have made it possible for all who desire it to acquire an education such as many of us could never have attained without their generous support.

Long may Mexico Union Free School live to shower its blessings on coming generations. May its influence be as far-reaching and its results even more glorious than Mexico Academy, the grand school of old.

## CLASS PROPHESY.

JOHN W. RILEY.

ONE fine summer day in June, as I was taking a morning ride in my new air ship, I stopped at the office of Jupiter. There I noticed a peculiar looking machine standing in the center of the room and wondered what it could be.

As I looked through the glass on the machine I was astonished to see a form develop and grow, and I soon saw an editor issuing his weekly paper, the *Rocky Mountain Kicker*. A large crowd was gathering about his office door, waiting, I suppose, for their paper. This editor was none other than our class president, Clark L. Wilcox.

This form slowly disappeared and another took its place. At first I saw only a guide-board, which said, "2½ miles to Sampsonville;" but I soon saw a lady who was feeding some poor children. This lady was a missionary and the name written on the cards which she gave the children to remember her address, was Mrs. Nellie —; well, I can't remember the other name, but I recognized this lady as the author of our Class Song, Miss Nellie Day.

Again another form appears and I behold a great crowd of people gathering about an arena. Bills are posted around bearing this inscription, "Heavy-weight Prizefight, Championship to be Decided." I recognized Bob Fitzsimmons, and saw that he was getting the worst of the battle. His opponent was a very clever fighter and knocked Bob out in two rounds. I thought that I had seen the victorious pugilist before, and as I looked at him I thought it surely must be, yes it was, Vincent S. Orvis.

This form disappears and another takes its place. The wife of the Governor of Colorado is delivering a lecture on "Woman Suffrage," and it is plain to see that her whole heart is in her

work, and that she is leading the party on to victory. You will scarcely believe me if I tell you that this lady was none other than Miss Alice Brown.

Again another form appears and I see a large factory, with this sign over the door, "Barton's Pink Pills for Pale People," sure cure in three days. A middle-aged man, the proprietor, was coming from the office and as he came into the street, I recognized our former business manager, Orla A. Barton.

I watch this form disappear and another takes its place. I see an engineer surveying a route for an electric railway between Kenyon Schoolhouse and Holmesville. This surveyor I did not at first recognize, as he was a man who would weigh no less than 300 pounds; but I soon found out that man was D. Ward Howard.

Again the form disappears and others take its place. They are two teachers returning home after several years absence. These teachers were Misses Etta Stone and Katy Riley.

Other forms now appear, and I behold two aged ministers bidding farewell to their wives, as they board the train for conference. Upon looking again, I was somewhat surprised to find those ministers to be none other than former classmates, Messrs. John Linquist and George Cutler.

As these forms disappeared I waited to see if another would appear, but no forms appeared and I accidentally tipped over the great fortune teller and broke it. Jupiter was always an agreeable old gentleman, but this accident aroused his anger and I quietly descended through the nearest window.

Did you ever see such a machine? You will probably say no, but I afterwards learned that this machine was an improvement on Roentgen's machine, and by it the workings of the human mind could be examined, and that its complicated machinery was so ingenuously contrived that it presented to me accurate and vivid pictures of the future life of any one I wished.

If this prophesy is not fulfilled you must blame the machine and not me.

## CLASS SONG.

WORDS BY NELLIE E. DAY.

Air: "Ehren On the Rhine."

As a class our schooldays now are o'er,  
Henceforth our ways divide,  
Some to pursue their toils once more,  
Others to drift with the tide.  
With sadness we dream of the hours,  
That seemed to us so long;  
With sorrow we think of the days,  
That are now passed and gone.

### CHORUS.

Oh, dear classmates, be true,  
Be ever for the right,  
That when life is o'er,  
We'll meet once more  
On yonder shore so bright.  
  
For three years we have toiled together,  
Through sunshine and through shade.  
Many have been our disappointments,  
Many the mistakes made.  
Ever mindful of our motto:  
"Aut perfice ne tentes,"  
Pressing onward step by step,  
At last we won the race.  
  
Our farewell must soon be said,  
Our parting soon be o'er.  
Soon will we leave fond Alma Mater  
For higher heights to soar.  
If ever we dream of the past  
May errors all be forgiven ;  
Only think of sunny hours,  
Dark ones leave in oblivion.

## SENSE AND NONSENSE.

---

Village—"Thy skies are blue; sweet are thy groves and verdant are thy fields."

Academy—"Our hearts will be with you forever,—  
Yes, forever and a day;  
Until thy walls begin to moulder,  
And in dust they pass away."

Prof. A. W. Skinner—"A kind true heart, a spirit high,  
That could not fear and would not bow,  
Were written in his manly eye  
And on his manly brow."

Prof. E. P. Smith—"There never was a man more beloved by all."

Miss M. B. Hall—"Nothing she does or seems,  
But tastes of something greater than herself.  
Too noble for this place."

Miss K. I. Hewitt—"The rising blushes which her cheeks o'er-spread,  
Are opening roses in the lilies bed."

Miss M. M. Sandhovel—"Her smiles, her motions, told of womanly completeness."

### POST GRADUATES.

E. T. Barnard—"Music is her vocation,  
But she is not loth to engage in flirtation."

Elton Blanchard—"A youth who is 20 years old, they say,  
But has only seen five birthdays."

G. H. Cutler—"He is a mortal of the careless kind,  
With no great love for learning."

W. M. Whitney—"I have seen the desire of mine eyes—  
The beginning of love."

## CLASS OF '96.

*"Work for some good, be it ever so slowly,  
Labor, all labor, is noble and holy."*

John Linquest—"Man delights not me; no, nor woman either."

Alice Brown—"I dote on his very absence."

O. A. Barton—"Be silent always, when you doubt your sense,  
And speak, tho' sure, with seeming diffidence."

N. E. Day—"There's not a day but whispers of his name." 

D. W. Howard—"He had sighed to many,  
Though he loved but one."

V. S. Orvis—"Compare me with the great men of the earth."

K. E. Riley—"So wise, so young, they say, do ne'er live long."

J. W. Riley—"He knew what's what; and that's as high  
As metaphysic wit can fly."

E. M. Stone—"Her manner was warm and even ardent."

C. L. Wilcox—"These earnest efforts will win success."

## CLASS OF '97.

*"Yet ah! Why should they know their fate;  
Where ignorance is bliss, 'tis folly to be wise."*

B. Dugan—"Well, we know the goodness of your heart."

H. Baker—"Long shall we seek his likeness, long in vain."

G. Davis—"Keep, ah! keep that young heart true."

K. Jones—"A thing of beauty is a joy forever."

J. Wetmore—"How I do charm the ladies."

F. Jones—"A man without a purpose is like a ship without a  
rudder."

F. Oxmer—"He is never alone whose hourly companions are  
noble thoughts."

E. Mowry—"What man dare, I dare."

F. Stone—"Tho' all the world be against you, I am yo(ure)s."

R. Simmons—"A very studious (?) youth."

## UNCLASSIFIED.

*"Just that soft shade of green we sometimes see in the evening skies."*

- G. Copp—"A smile of thine is like an act of (G) grace."
- L. Carr—"She is as virtuous as she is fair."
- P. Markham—"Laugh and play as boyhood only can."
- A. Richardson—"None were so brave as he."
- M. Smith—"Her look was like the morning star."
- M. Gass—"Quite tall and stately, here am I,  
    Paschal I know for me doth sigh."
- A. Caldwell—"I know she is not in her perfect wits."
- B. Gifford—"It it is no jest, indeed, it is not!"
- P. Everts—"Your silence is more agreeable than sour conver-  
    sation."
- A. May—"To err is human, to forgive divine."
- L. Wilkinson—"I have a strange misgiving in my heart."
- F. Markham—"So sweetly she bade me adieu,  
    I thought that she bade me return."
- V. Salladin—"She is not yet so old, but she may learn."
- A. Halleck—"When thou dost smile a light is on thy face."
- W. Markham—"Bless me, what handsome cheeks, so nice and  
(B)brown."
- F. Allen—"Black were her eyes as the berry which grows by the  
    wayside."
- E. Smith—"A mind quite vacant is a mind distressed."
- F. Conyne—"To love you was pleasant enough, and O 'tis delic-  
    ious to hate you."
- J. Gothier—"A child of light, a radiant lass,  
    And gamesome as the morning air."
- L. Hayden—"She who studies her glass neglects her heart."
- B. Wetmore—"Her hair is red, her eyes are blue,  
    Her cheeks are like the rose-bed fair,  
    Her only fault is in her hair."
- Monica Brown—"Joys too exquisite to last,  
    And yet more exquisite when past."
- A. Knowlton—"I am the very pink of courtesy."
- F. Bateman—"They always talk who never think."
- C. Curtis—"Boyish behavior does not become a man."
- J. Mowry—"True worth is modest and retiring."
- E. Stevens—"All is dark where thou art not."
- J. Lawton—"Ain't we havin' fun?"
- G. Hosford—"Diligence wins the prize."
- L. Davidson—"Not that I love books less, but gum more."
- C. Dewey—"He wears the rose of youth upon him."

A. Rathburn—"I have no other but a woman's reason;  
I think him so because I think him so."

N. Jones—"Do not soar too high?"

B. Tollerton—"A simple child."

R. Ball—"What shall I do to be forever known."

B. Holister—"Wisdom is oftentimes nearer when we stoop than  
when we soar."



### SALMAGUNDI.

Why is the Class of '96 so bright? Because (D)ay is always with them.

"Why was you tardy this morning?" "I wan't here."

"If there had only been a hitching-post."

"Where there's a will there's always a way;  
Where there's a Simpson there's always a Day."

Was Prof. Smith (F)uller when he returned from the leap year party than when he went?"

Janie Wingdom, Puddleville, N. Y. Who is it?

"More studying and less whispering back there."

If Pearl Markam should enlist in any company, which one do you think it would be? Co. 9 (Conyne) of course.

"He was a 'philanthropic' writer."

"I watched for you but didn't see you go by."

"Whoa there, Polly."

Why is a certain young man in school so fond of (G)as(s)?

"That don't cut any ice," Miss Hall.

What is the difference between Mr. B—— and an umbrella?  
You can shut an umbrella up.

"How far is it?"

"Now, Miss C——, I do not want to see you laughing again  
this P. M.

Why are all the young ladies so interested in botany? Is it the botany or is it the instructor.

"Wan't you please try to make a little less noise?"

"Gentlemen, are you not in the Adv. Eng. class?" "Yest, but——."

"I said all Ma told me to say."

Why does not Prof. Smith drink sodawater? Because he prefers clear water. (Clearwater.)

Was St. Patrick's Day duly celebrated in the Academy? I should smile.

Class Oration—"Katy Jones, what's your politics?"

Thirty-siz—seven.

Why does one of the members of '96 like to read the Old Testament so well? Because the deeds of Samson (Sampson) are recorded therein.

"I think I hear some one talking in an undertone."

Why do the three training classes of the 2nd Commissioner's District like to attend the Institute? Ask some of the members.

Silent in his stocking feet he glided up the stairs,

But is was only the janitor a-breaking up a chair;

He peered into the boxing-room on the other side of the way,

When the janitor from his side made speech, "got left  
that time, Professor, eh!"



## HAVE YOU SEEN KATE?

---

ONE of the gentlemen members of the class of '96 thought that he would attend the Institute, which was held at Pulaski, for the purpose of improving his mind, and also of being with his sweetheart.

He started out on his journey with all the animation of youth, thinking he would be with his true love in a few hours.

When he arrived in that beautiful village, to his disappointment, Kate was not to be found. He tried to console himself in thinking that perhaps she had gone to the Opera House, and thereupon hastened with great speed to that place.

But Oh! the look of agony on his countenance, when he peered into each one's face, and could not discover his Kate.

Meanwhile he thought he would search the crowd to see if he could find his darling; but of no avail, he was disappointed again.

Thereupon he began to inquire of his friends in an excited manner—"Say, have you seen Kate?" But each time the youth would hear that discouraging answer: "No, I havn't seen Kate."

Our salutatorian was getting desperate and on the verge of frenzy. Where could she be?

Suddenly (or was it his imagination?) he saw the beaming countenance of his Kate smiling on him. What joy! He rushed to her with all speed, and was at last seated beside her to the joy and gratification of all present.

## FIRST ANNUAL FIELD DAY.

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THE first annual Field Day of the Mexico and Pulaski Union Schools was held at Pulaski on May 22. The friendly rivalry between the two schools resulted early in the season in a proposition sent to the Pulaski boys for an athletic contest. The prevailing interest in both schools seemed to be in favor of track athletics, so it was decided to hold a Field Day. Committees from the two schools met and arranged the preliminaries. It was decided to award the championship to the school which won the most points out of fifteen events; first place to count five points, second place three. A handsome silver cup was purchased as the trophy to be held by the winners until the next contest.

Of course, the chief value of the contest lay in the training, which took place before the event. And praise is certainly due to many of our boys for the careful preparation that they made.

The day was ideal. The orange and black which waved on every hand was good proof of the loyalty of our students and friends. And though the afternoon proved to be one of disaster for us, we were never disheartened or even bad-tempered. And we had our times of triumph, too. Orvis met our friends, the enemy, on their own ground and captured two firsts in the running events, and Stone capped the climax of enthusiasm at just eight feet, eight on the pole vault. Others brought honor to our school by winning several seconds. The final score by points was, Pulaski 93, Mexico 27. It may be noted, however, that counting only the points made by students in attendance at school, the result stood, Pulaski 24, Mexico 21.

All things considered, our first Field Day passed off successfully, and all we have to ask is for another trial next year.

## PRIZE CONTEST.

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THE Fifteenth Annual Prize Contest of the Mexico Union School and Academy was held in Washington Hall, Friday evening, May 22, 1896. The judges were as follows: Professor Morris, Syracuse University; Mr. G. E. Bullis, Superintendent of Oswego City Schools; Miss Francis King, Pulaski Union School.

They awarded first prize in recitation to Miss Nellie Day; the second to Miss Julia Mowry; the first on declamation to Vincent Orvis; second to John Riley.

Prof. Morris, in announcing the decision of the committee, paid a high tribute to all the contestants.

The following was the programme :

Instrumental duet—"The Charge of the Ulans,"

Edith C. L. Ure and Lulu A. Hayden

Declamation—"The War With England," . . Ford D. Markham

Recitation—"Jack, the Fisherman," . . . . . Mabel H. Gass

Declamation—"The New South," . . . . D. Ward Howard

MUSIC.

Trio: Violin, Cornet, Piano . . March, University of Pennsylvania

Mr. and Mrs. F. L. Hoose, W. L. Buck.

Recitation—

{	"The Unfinished Poem,"	}	Alice Brown
{	"The Courtin',"	}	

Declamation—"The English Puritan," . . . . John W. Riley

Recitation—"Lillie Servosse's Ride," . . . . . Nellie E. Day

MUSIC.

The Minute—Recitation by Fanny Johnson,

Accompanied by Miss Longstreet

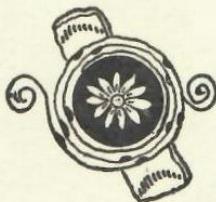
Declamation—"Webster's Reply to Hayne," . . . Vincent Orvis

Recitation—"On the Other Train," . . . . .	Julia B. Mowry
MUSIC.	
Bass Solo—"The Day is Done," . . . . .	E. Dundon
Declamation—"Supposed Speech of Adams on the Declaration of Independence," . . . Orla A. Barton	
Recitation—"Sister and I," . . . . .	Blanche C. Wetmore
MUSIC.	
Solo—"Whisper and I Shall Hear,"	Mrs. Blanch DeMaine McDonald
Violin Obligato . . . . .	Miss Grace Penfield



## CLASS HONORS.

THE announcement of the class honors in the latter part of April produced not a little excitement among the different members of the class. The Valedictory, which was awarded to Clark L. Wilcox, was satisfactory to all. Some doubts were expressed as to whom the Salutatory would be awarded, as Mr. Vincent S. Orvis and John W. Riley had both done excellent work and shown themselves to be students of good ability. After a careful consideration, it was decided to give to Vincent S. Orvis the Salutatory.



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## In Memoriam.

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THE death of William McCoy Twitchell, which occurred at the Roosevelt Hospital, New York City, was keenly felt by his many friends and classmates.

The deceased formerly lived in the neighboring village of Parish, and graduated from Mexico Academy in 1894. At the time of his death, which was quite sudden, he was a member of the sophomore class of Amherst College. Being afflicted with peritonitis, he was removed to the hospital, where an operation was performed, the strain of which caused his death.

He was known among his classmates as a student of good ability, and had endeared himself to all who came in contact with him by his quiet, manly demeanor and his sterling moral character.

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## BOARD OF EDUCATION.

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MRS. CLARA A. DAVIS.

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\*Appointed to fill vacancy caused by resignation of A. W. Skinner.

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*Eighth Grade.*
- EDITH L. RENDELL, (Mexico Academy.)  
*Seventh Grade.*
- MABEL F. AMES, (Mexico Academy.)  
*Fifth and Sixth Grades.*
- LILLIAN M. INGERSOLL, (Mexico Academy.)  
*Third and Fourth Grades.*
- MARY E. SEELEY, (Mexico Academy.)  
*First and Second Grades.*

## CATALOGUE OF STUDENTS.

### CLASSICAL COURSE.

George W. Davis, . . . . .	Mexico, N. Y.
Vincent S. Orvis, . . . . .	Mexico, N. Y.

### LATIN SCIENTIFIC COURSE.

Hugh W. Baker, . . . . .	Mexico, N. Y.
Monica Brown, . . . . .	" "
George H. Cutler, . . . . .	" "
Beseie Dugan, . . . . .	Palerino, "
Mabel H. Gass, . . . . .	Mexico, "
Lulu A. Haydon, . . . . .	" "
Floyd Jones, . . . . .	Butterfly, "
Katie Jones, . . . . .	Prattham, "
John E. Linguest, . . . . .	Mexico, "
Earle A. Mowry, . . . . .	" "
Julia B. Mowry, . . . . .	" "
Frank E. Oxner, . . . . .	" "
Fred D. Stone, . . . . .	" "
Lee N. Taplin, . . . . .	Vermillion, "
Jesse P. Wetmore, . . . . .	Butterfly, "

### MODERN LANGUAGE COURSE.

Nellie F. Bates, . . . . .	Mexico, N. Y.
Myrtis A. Crannell, . . . . .	Vermillion, "
Nellie E. Day, . . . . .	Mexico, "
George W. Hosford, . . . . .	" "
John W. Riley, . . . . .	" "
Katie E. Riley, . . . . .	" "
Clark L. Wilcox, . . . . .	" "

### ENGLISH COURSE.

Florence E. Allen, . . . . .	Mexico, N. Y.
J. Ray Ball, . . . . .	" "
Frank B. Battles, . . . . .	New Haven, "
Alice Brown, . . . . .	Mexico, "
Harry E. Burdick, . . . . .	" "
Agnes A. Caldwell, . . . . .	Colosse, "
Flora E. Conyne, . . . . .	Mexico, "
Warren Cross, . . . . .	Vermillion, "

Charles E. Curtiss . . . . .	Mexico, N. Y.
Cassius M. Dewey . . . . .	West Branch, "
Lulu B. Davidson . . . . .	Mexico, "
Perley H. Doil . . . . .	" "
Charles Emery . . . . .	" "
Paschal M. Everts . . . . .	" "
Lena R. Fetcha . . . . .	" "
Lula M. Fleming . . . . .	S. New Haven, "
Clarence M. Gardner . . . . .	Mexico, "
Lena M. Gibbs . . . . .	" "
J. Bernie Gifford . . . . .	" "
Jennie M. Gothier . . . . .	S. Richland, "
Daniel H. Griffin . . . . .	Mexico, "
Clair Henderson . . . . .	" "
Bert J. Hollister . . . . .	" "
Frank L. Jones . . . . .	Prattham, "
Nellie Jones . . . . .	Vermillion, "
Allie Knowlton . . . . .	" "
Cora Larobardiere . . . . .	Parish, "
Jesse A. Lawton . . . . .	Butterfly, "
Ray H. Manwaring . . . . .	Arthur, "
Ford D. Mrrkham . . . . .	Butterfly, "
Perley H. Msrkham . . . . .	" "
Ward W. Markham . . . . .	" "
William Preman . . . . .	Mexico, "
Nellie E. Rendell . . . . .	" "
Alvin W. Richardson . . . . .	" "
James Riley . . . . .	" "
George Sherman . . . . .	" "
Ross L. Simons . . . . .	" "
Ernest K. Smith . . . . .	" "
Eva M. Stevens . . . . .	" "
Bertha E. Tollerton . . . . .	Daysville, "
Pearl J. Tryon . . . . .	Mexico, "
Charles E. Vergil . . . . .	Mexico, "
Blanche C. Wetmore . . . . .	Butterfly, "
Ward M. Whitney . . . . .	Mexico, "
Ina G. Wilcox . . . . .	Parish, "

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Florence E. Bateman . . . . .	New Haven, N. Y.
Emma Barnard . . . . .	Mexico, "
Orla A. Barton . . . . .	" "
Elton H. Blanchard . . . . .	" "
Lillian Carr . . . . .	Scriba, "
Grace Copp . . . . .	Mexico, "
Addie Hallock . . . . .	" "
D. Ward Howard . . . . .	" "

Addie M. Kenyon . . . . .	"	"
Edith E. Kenyon . . . . .	"	"
Anna A. May . . . . .	Texas,	"
Ada M. Rathbun . . . . .	Mexico,	"
Victoria Salladin . . . . .	"	"
Herbert A. Smith . . . . .	New Haven,	"
Meda B. Smith . . . . .	Mexico,	"
Ettie M. Stone . . . . .	"	"
Anna Trowbridge . . . . .	"	"
Lena O. Wilkinson . . . . .	"	"

## EIGHTH GRADE.

Arnes, Okes	Preston, Maude
Buck, Ella	Porter, Ralph
Cole, Hattie	Pepper, Harry
Davis, Dudley	Richards, Mabel
Davis, Bessie	Richardson, Carl
Eason, Sadie	Sharra, Eva
Evarts, Warner	Sherman, Clayton
Fellows, Myrna	Simons, Carl
Grace, Lucy	Spoor, Jessie
Groves, Allen	Smith, Winfield
Hart, Allen	Trowbridge, Tracy
Hendrickson, Edith	Turk, Ray
Johnston, Jennie	Thomas, Frona
Longshore, May	Ure, Edith
Moss, Evelyn	Van Sickie, Willie
Minckler, Claud	Waltod, Ralph
Miller, Elmer	Walton, Ward
Newell, Jessie	Wilder, Jay

## SEVENTH GRADE.

Ackerman, Ella	Hungerford, Blanche
Alexander, Ernest	Halsey, Carl
Austin, Edith	Kingsley, Lulu
Ballard, Carl	Lucas, Ward
Barker, Willie	Mahar, May
Burgess, Fred	Moore, Willie
Burton, Lillie	Manwarren, Maud
Brown, Grace	Manwarren, Mary
Burdick, Ora	Miller, Mollie
Baxter, Cora	Newell, Margaret
Baxter, Lois	Noble, Lulu
Braun, Albert	Potter, Cora
Cobb, Mabel	Preman, Gertrude
Clark, Edward	Purington, Edith
Clark, William	Purington, Clayton
Consene, Flora	Payne, Fred

Davis, Cortland	Rulison, Floyd
Davis, Phineas	Roberts, Ellis
Dyke, Frank	Schoonmaker, Lila
Fravor, Lizzie	Thattuck, Hattie
Gurdner, Fred	Walton, Erwin
Groff, Belle	Walton, Clarence

## SIXTH GRADE.

Baker, Frank	Hamilton, Cora
Buck, Ola	Johnson, May
Buck, Ratie	Johnson, Fannie
Calkins, Ernest	Kenyon, Lulu
Childs, Mabel	Potter, Willie
Clark, Wilbur	Preman, Morris
Cobb, Gertrude	Richards, Bessie
Castor, Ray	Richardson, Charles
Crane, Frank	Richardson, June
Davis, Robert	Robbins, Harry
Dillenbeck, Willard	Taylor, Bessie
Fetchal, Laura	Tryon, Maurice
Griffin, Rose	Tillapaugh, Mary
Hardie, Alice	Utter, Blanchard
Hollister, Carl	Wadley, Lizzie

Wilcox, Ray

## FIFTH GRADE.

Arnes, Willie	Gustin, Nettie
Austin, Henry	Kenyon, Flaud
Boyd, Captain	Kimball, Floyd
Butts, Minnie	Richardson, Alice
Butts, Wallace	Richards, Willard
Davis, Ida	Rice, Anna
Elkins, Mary	Srmpson, Clayton
Elkins, Willie	Tillapaugh, Morgan
Frost, May	Trowbridge, Anna

## FOURTH GRADE.

Bates, Tedda	Johnston, Florence
Clark, Alta	Manwarren, Ward
Coon, Jessie	McMullen, Ward
Dempster, Willie	Menter, Earle
Dawley, Hattie	Morton, Blanche
Ellis, Floyd	Noble, Ray
Fravor, Clarence	Orvis, Ethel
Gass, Walter	Preman, Edith
Gray, John	Smith, Julia
Hager, Ward	Stone, Chester
Hardie, Lillian	Strong, Fred
Humbert, Willie	Tillapaugh, Howard
Jonston, Bertha	Watson, Edna

Woodruff, Earle

## THIRD GRADE.

Austin, Luella	Hamilton, Mary
Barker, Mary	Haggerty, Ray
Bates, Bessie	Henderson, Eva
Benguard, Gladys	Johnson, Clayton
Benguard, Mainsie	Kenyon, Birdie
Boyd, Gilbert	Kingsley, Blanche
Boucher, Mattie	Loomis, Jean
Crane, Lloyd	McBain, Dannie
Crane, Walter	Orvis, LeMoyne
Cobb, George	Orvis, Mary
Consene, Eddie	Peck, James
Cole, Essie	Preman, Earle
Cook, Lena	Richardson, Harold
Dawley, Hattie	Sampson, Louie
Eason, Willie	Springer, Ivah
Furney, Lillie	Watson, Edith
Groff, Gertrude	Watson, Ethel
Whitney, Rich	

## SECOND GRADE.

Burdick, Eleanor	Jenkins, Clark
Brown, Lua	Lamb, George
Clark, Bertha	Manwarren, Roy
Cook, Ellen	Mahar, Ella
Dawley, Blanche	Pratt, Della
Ellis, Ernest	Rice, Frank
Fravor, Myrtle	Smith, Clarence
Ferguson, Lizzie	Smith, Frank
Gass, John	Shattuck, Frank
Hardie, Hasell	Stevens, Mary
Hyde, Fred	Tryon, Bessie
Henry, Eddie	Watson, Allen

## FIRST GRADE.

Ames, Florence	Hosford, Irene
Buck, Clayton	Lawton, Maud
Buck, Dean	McBain, Carl
Braney, Jennie	McDonald, Ward
Benton, Ethel	Payne, Bert
Caldwell, Charlie	Preston, Ina
Childs, Grace	Preston, Nina
Davey, Floyd	Richards, Helen
Dawley, Leslie	Stevens, Lillie
Elkins, Harold	Smith, Elma
Furney, Nora	Smith, Perley
Groff, Mildred	Sweet, Ellen
Gleason, Delia	Schoonmaker, Leon
Hickok, Dwight	Sampson, Harold
Henry, Maud	Winner, Madge
Hamilton, Henry	Walworth, Flossie
Hamilton, Ica	Woodruff, Fred
Hosford, Clarence	Whiting, Ida
Wright, Harry	

## COURSE OF STUDY FOR THE ACADEMIC DEPARTMENT.

### FIRST YEAR—JUNIOR ACADEMIC.

<i>1st Term.</i>	<i>2nd Term.</i>	<i>3rd Term.</i>	<i>4th Term.</i>
Arithmetic,	Arithmetic,	Civics,	Civics,
U. S. History,	U. S. History,	U. S. History,	N. Y. History,
Advanced Eng.	Advanced Eng.	Eng. Com.	Eng. Com.
{ Drawing 2p.	Drawing 2p.	Drawing 2p.	Drawing 2p.
{ Physiology 3p	Physiology 3p.	Physiology 3p.	Physiology 3p.

### SECOND YEAR—CLASSICAL COURSE.

<i>1st Term.</i>	<i>2nd Term.</i>	<i>3rd Term.</i>	<i>4th Term.</i>
Latin Lessons,	Latin Lessons,	Latin Lessons,	Caesar,
Algebra,	Algebra,	Algebra,	Algebra,
Rhetoric,	Rhetoric,	Am. Lit. with	Am. Selections,
Physical Geog.	Physical Geog.	Botany,	Botany

### THIRD YEAR.

Cæsar,	Cæsar,	Cæsar,	Cicero,
Greek Lessons,	Greek Lessons,	Greek Lessons,	Anabasis,
Geometry,	Geometry,	Geometry,	Geometry,
Greek Hist. 2p.	Greek Hist. 2p.	Rom. Hist. 2p.	Rom. Hist. 2p.

### FOURTH YEAR.

Cicero,	Cicero,	Vergil,	Vergil,
Anabasis,	Anabasis,	Iliad,	Iliad,
Eng. Lit. with	Eng. Reading,	Eng. Lit. with	Eng. Reading,
Eng. Hist. 3p.	Eng. Hist. 3p.	Economics 3p.	Economics 3p.
or	or	or	or
Astronomy 3p.	Astromomy 3p.	Geology 3p.	Geology 3p.

### SECOND YEAR.

#### LATIN ACADEMIC COURSE.

<i>1st Term.</i>	<i>2nd Term.</i>	<i>3rd Term.</i>	<i>4th Term.</i>
Latin Lessons,	Latin Lessons,	Latin Lessons,	Caesar,
Algebra,	Algebra,	Algebra,	Algebra,

Rhetoric,	Rhetoric,	Am. Lit. with	Am. Selections,
Physical Geog.	Physical Geog.	Botany,	Botany.

THIRD YEAR.

Cæsar,	Cæsar,	Cæsar,	Cicero,
Geometry,	Geometry,	Geometry,	Geometry,
Physics,	Physics,	Rom. Hist. 2p.	Rom. Hist. 2p.
Greek Hist. 2p.	Greek Hist. 2p.	Adv. Physics	Adv. Physics
		or Chemistry.	or Chemistry.

FOURTH YEAR.

Cicero,	Cicero,	Vergil,	Vergil,
Ger. or French,	Ger. or French,	Ger. or French,	Ger. or French,
Eng. Lit. with	Eng. Read. 3p.	Eng. Lit. with	Eng. Read. 3p
Eng Hist. 3p.	Eng. Hist. 3p.	Economics 3p.	Economics 3p.
or	or	or	or
Astronomy 3p.	Astronomy 3p.	Geology 3p.	Geology 3p.

SECOND YEAR.

ACADEMIC COURSE.

<i>1st Term.</i>	<i>2nd Term.</i>	<i>3rd Term.</i>	<i>4th Term.</i>
Algebra,	Algebra,	German,	German,
Rhetoric,	Rhetoric,	Algebra,	Algebra,
Phys. Geog.	Phys. Geog.	Am. Lit. with	Am. Selections,
German,	German,	Botany,	Botany.

THIRD YEAR.

Geometry,	Geometry,	Geometry,	Geometry,
Physics,	Physics,	Adv. Physics	Adv. Physics
		or Chemistry,	or Chemistry,
German,	German,	German,	German,
Greek Hist. 2p.	Greek Hist. 2p.	Rom. Hist. 2p.	Rom. Hist. 2p.

FOURTH YEAR.

Ger. or French,	Ger. or French,	Ger. or French,	Ger. or French,
Eng. Lit. with	Eng. Reading 3p	Eng. Lit. with	Eng. Reading 3p
Eng. Hist. 3p.	Eng. Hist. 3p.	Economics 3p.	Economics 3p.
Book Keep. 3p.	Book Keep. 3p.	Geology 3p.	Geology 3p.
or	or		
Astronomy 3p.	Astronomy 3p.		

## DAILY PROGRAM OF REGENTS' EXAMINATIONS.

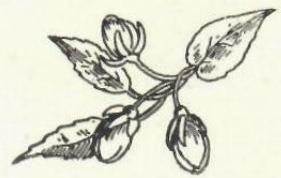
*June, All (77) Subjects. January and March, (54) Subjects.*

The oral examination in reading may be held at any time during examination week at the convenience of the examiner.

<b>Monday.</b>	<b>Tuesday.</b>	<b>Wednesday.</b>	<b>Thursday.</b>	<b>Friday.</b>
9:15 a. m.-12:15 p. m.	9:15 a. m.-12:15 p. m.	9:15 a. m.-12:15 p. m.	9:15 a. m.-12:15 p. m.	9:15 a.m.-12:15 p.m.
German, 2d year French, 2d year <i>Vergil's Eclog' es</i> Adv. Arithmetic Algebra Adv. Drawing <i>U. S. Hist. reading Course 1</i>	Rhetoric <i>English, 2d year</i> Eng. Selections Arithmetic Adv. Algebra Botany. <i>Greek History</i>	Writing Elementary Eng. <i>Eng. Poetry</i> Plane Geometry Chemistry, pt. 1 N. Y. History <i>French History</i>	American Literature <i>German Classics</i> German, 1st year Greek, 1st year Plane Trigonom. U. S. History <i>Stenography</i>	<i>Latin Classics</i> Latin, 1st year Xenophon's An. <i>Greek, 2d year</i> Physics, part 2 General History <i>Home Science</i> Drawing.
1:15-4:15 p. m.	1:15-4:15 p. m.	1:15-4:15 p. m.	1:15-4:15 p. m.	1:15-4:15 p. m.
Advanced English <i>English, 1st year</i> German, 3d year French, 1st year French, 3d year <i>Sallust's Catiline</i> Roman History <i>U. S. Hist. Reading Course 2</i>	<i>English Prose</i> Virgil's Aeneid <i>Latin, 3d year</i> <i>Spheric Trigon</i> Phys. Geography Geography Civics Economics	Spelling English Com. Eng. Literature <i>English, 3d year</i> Am. Selections <i>Ovid's Metamor.</i> Zoology Bookkeeping	<i>French Classics</i> Caesar <i>Greek, 3d year</i> Homer's Iliad <i>Latin, 2d year</i> Astronomy Chemistry, pt. 2 English History	English Reading <i>Greek Classics</i> Cicero's Orations Solid Geometry Physics, part 1 Geology Phys. and Hygiene <i>Adv. U. S. History</i>

Examinations in the subjects in Italics are given only in June.

GENERAL  
INFORMATION



## GENERAL INFORMATION.

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MEXICO Academy was founded in 1826, and for seventy years it has had an honorable record as an Academic school of the highest grade. In its long list of alumni it can point with honest pride to many distinguished names. But the trend of the educational system of the State of New York has been, in recent years, toward Academic schools under public control, rather than in favor of those supported, wholly or in part, by private funds. It was, therefore, deemed best to combine the village schools of Mexico with the Academy into an Academic Union School, and in September, 1895, this change was effected. The Academy building is used for all the purposes of the school. The grammar department occupies the first floor, and the academic department the second floor.

### LOCATION AND BUILDING.

Mexico is a beautiful village of 1200 inhabitants, distinguished for healthfulness, intelligence and morality. It is situated on the R., W. & O. R. R. fifteen miles from Oswego and thirty-five miles from Syracuse. The Academy building is a brick edifice 100 feet long, 50 feet wide and three stories high. Temporary changes have been made in the interior arrangements of the building to fit it for the needs of a Union School for the present school year, but during the coming summer it is expected that extensive alterations and improvements will be made. This will give to the citizens of Mexico and the patrons of the school one of the most convenient and well-equipped school buildings in this section of the State. The building is heated by hot water. The grounds are spacious, well-shaded and beautiful in appearance.

#### COURSES OF STUDY.

During the past year, committees of teachers have been carefully preparing courses of study for all grades of the school. A skeleton outline of these courses will be found on pages \_\_\_\_\_ of this annual.

The courses will be published in detail in a catalogue of the school to be issued during the summer.

Non-resident students who are not able to pursue a regular course, will be allowed, with the approval of the Principal, to select such subjects as may be needed by them. It is, however, strongly recommended that they choose some course and if possible, finish it.

Resident students will be required, so far as practicable, to conform to the prescribed courses of study. The work of the school is organized and carried on in harmony with the work, examinations and regulations of the Regents of the University of the State of New York as outlined in the Syllabus of 1895.

#### PROMOTIONS AND GRADUATION.

Promotions from grade to grade will be based on daily class work, review or test examinations given monthly, and term examinations.

In the Academic Department the Regents Examinations will be used as a partial method of ascertaining the advancement of the pupils. However, mental growth can and will be measured more particularly by the daily recitations. The Regents diploma of forty-eight Academic counts together with the preliminary certificate will be the standard required for graduation.

#### TEACHERS TRAINING CLASS.

In addition to the regular courses of study, a special course of training for teachers is given under the direction and supervision of the Department of Public Instruction.

#### QUALIFICATIONS FOR ADMISSION.

Students who have attained the age of seventeen years may be admitted to the class if they possess either of the following qualifications: They must hold either an unexpired third grade teacher's certificate and have attained a standing

of sixty per cent. in Civil Government, under the uniform examinations, or must hold under the Regents a preliminary certificate and fourteen Academic counts, four of which shall be in English, two in American History, two in Civil Government, two in Physiology, and the other four optional.

The only subjects accepted under English are as follows: Advanced English, English Composition, Rhetoric, English Literature, and American Literature.

The course of study in this class is designed especially to meet the requirements of the Uniform System for teachers' certificates and embraces instruction in both subject matter and methods of teaching Arithmetic, Geography, Language and Grammar, Physiology and Hygiene, Spelling, Penmanship, Drawing, History of Education, School Management and School Law. Especial attention is given to the study of methods with reference to the development of the mind of the mind of the child in accordance with psychological laws, it being the aim to make the instruction in every particular equal to that of the Normal schools.

Each member of the class is also given actual practice work in teaching, by taking charge of the training class and of classes in other departments of the school, under supervision of the critic teacher. This class will occupy a separate room fitted up especially for its use. Aside from the general library of the school, containing about 2000 volumes, to which all students have access, there has been established a training class library for the use of the class. This library consists of about 100 volumes of standard and carefully selected educational and pedagogical books.

#### EXAMINATIONS.

Special examinations for members of the training classes will be held in January and June, and those members who attain the standing required for certificates of the second grade and in the additional professional subjects prescribed for training classes will receive certificates known as "Training Class Certificates," which are valid for three years. At the end of three years' successful teaching, such certificates are renewable the same as First Grade certificates. As a First Grade certificate is practically good for life, it will be seen

that members of the training class possess exceptional advantages for professional training and advanced scholarship.

The Department of Public Instruction has raised the standard of admission to training classes, increased the time and periods of instruction, and has appointed only those schools which are fully qualified to comply with all the rigid regulations and impart first-class instruction. The work of the training class in Mexico Academy has received especial commendation from the State Department, and it is the intention to maintain it at the highest possible standard of excellence. Teachers and students desiring professional training are invited to correspond with the Principal with reference to the work of this department. As the number admitted to the class is limited to twenty-five, those who desire to enter should make early application.

#### ENGLISH.

As it is essential that every student be able to write and speak the English language correctly, special attention is given to the work in English.

Each student is required to prepare oral or written work for chapel rhetoricals which are held at stated intervals. An annual prize contest in declamation and recitation is held during the spring term. This is open to all students who have evinced fitness in their elocutionary drills. The excellent library of the Academy, containing nearly 2000 volumes, to which the students have access, is of especial value to the work in the English department.

#### HISTORY AND CIVICS.

Believing that the fundamental principles of good citizenship are based on a thorough knowledge of American History and a familiarity with the practical workings of our own government, a careful study of history, civics and economics is made with this end in view.

#### GREEK AND LATIN.

It is the aim of this department to give the students a practical understanding of Latin and Greek. A careful study of these languages gives a mental training to be secured in

no other way, and especial care is exercised in leading pupils to see and feel the value of a knowledge of these languages.

Much attention is given to systematic drill in construction and forms.

#### MODERN LANGUAGES.

What has been said of Greek and Latin applies also to French and German. In the latter subject the course is designed to meet the wants of those who wish to become acquainted with grammatical structure and to secure a good reading knowledge of the language.

#### MATHEMATICS.

Instruction is given in Arithmetic, Algebra and Geometry. Much more importance is attached to the underlying principles than to meaningless rules. The higher mathematics are taught not so much to impress facts as to give mental discipline and develop the reasoning faculties.

#### SCIENCE.

The physical and chemical laboratories are well equipped with the apparatus necessary for the successful teaching of the sciences. The work in this department has been made very thorough during the past year. A skeleton and other physiological and physical specimens have been added during the year.

#### FACULTY FOR 1896-1897.

It is believed that the Board of Education have selected for the coming year an especially strong and competent corps of teachers. Feeling that an abuse of the Regents system of examinations often comes from a mistaken idea that the success of a school depends upon the quantity of work, rather than the quality, the faculty will strive to maintain the quality of school work at the highest standard.

## CALENDAR FOR SCHOOL YEAR.

1896-1897.

- First quarter opened September 1st.
- First quarter closes November 6th.
- Second quarter opens November 9th.
- Holiday recess December 18th to January 4th.
- Regents' examination, January 25-29.
- Second quarter closes January 29th.
- Third quarter opens February 1st.
- Regents' examinations, March 22-26th.
- Third quarter closes April 9th.
- Fourth quarter opens April 12th.
- Prize Contest, April 16th.
- Senior orations and essays submitted April 30th.
- Regents' examinations, June 14-18th.
- Fourth quarter closes June 18th.
- Commencement exercises, June 23rd.



## TUITION.

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English Course, per quarter, . . . . .	\$3 75
Latin English Course, per quarter, . . . . .	4 50
Classical Course, per quarter, . . . . .	6 00
Senior Grammar Course, per quarter, . . . . .	3 00
Junior Grammar Course, per quarter, . . . . .	2 25
Intermediate Course, per quarter, . . . . .	1 50
Primary Course, per quarter, . . . . .	1 00



## Far Fetched

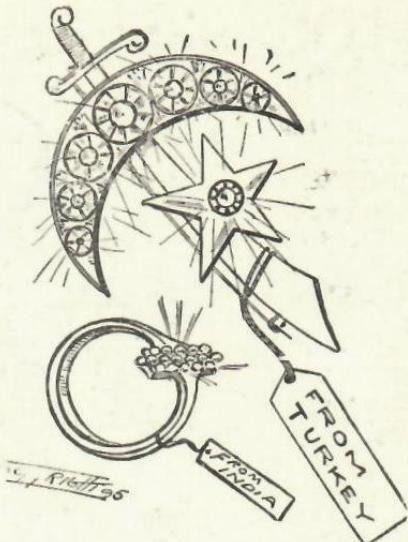
And we refer particularly to the theory advanced by some Jewelers (with an eye to business) that a person should wear Jewelry on all occasions. We contend that Jewelry and particularly precious stones should only be worn on special occasions and at certain times of the day, and furthermore we contend that when Jewelry is worn it should be of the handsomest the wearer can afford. (See our stock.) That is why we keep some of the best of all articles.

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Do you shoot? Do you enjoy tennis? In fact, are you  
in any sport?

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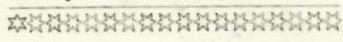
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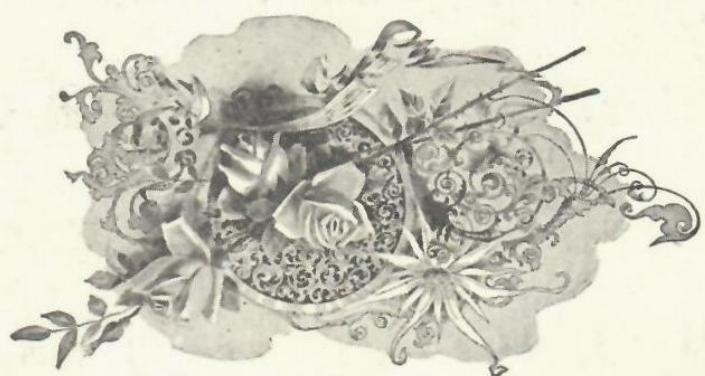
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